



## TWENTY-TWO MEMBERS JOIN FACULTY AND STAFF

by Bernadette Foley, Giustina Misuraca, Adrienne Moore, and Diane Pray

A most distinctive addition to our campus this year is Dr. Savita Joshi, who has brought a bit of India to Barry by continuing to wear her native dress. She was graduated from Nagpur Education Board in India and earned her master of science at Louisiana State University and her Ph.D. from Texas Woman's University. Dr. Joshi worked in nutritional research while procuring her doctorate and is now teaching in the field of nutrition.

A returnee to Barry is Sister Marie Loretta, who received her masters from Catholic University and has had further study at the University of Detroit, DePaul University and Montclair State. Her interests lie in music and art, but her principle interest is giving students a clear understanding and appreciation of mathematics. She is especially concerned with preparing expert, up-to-date teachers in this field.

Sister de Marillac, a former Barry student, has now returned to teach in the sociology department. She received her B.S. at Barry and her M.S. at Ohio State University. Before entering the religious life, Sister competed in amateur golf tournaments, then "my interest turned to social work." She has worked in combined service organizations, both as a lay person and as a religious.

Miss Rosemary Stechschulte, who lives at the Villa, likes to watch television and read. After receiving her Bachelor of Science degree at Siena Heights College, Miss Stechschulte went on for her master's at the University of Mississippi. She taught in Birmingham, Alabama for three years and teaches biology and chemistry here.

"My hobby is my vocation," says Dr. Curran, a member of Barry's education department. Holding five degrees, Dr. Curran attended East Strausberg Pennsylvania State College, Newark State College, Milton University, New York University, and Rutgers University. Previously, Dr. Curran was the principal of an elementary school in New Jersey for twenty-five years. He served as the Director of Special Services of the city of East Orange, New Jersey.

Dr. Thomas Hartzell is a new member of the history faculty. Dr. Hartzell specializes in East Asian history which he teaches along with Development of Western Civilization, economics, and a graduate course in European history. He spent his undergraduate days at Ohio University, where he received his B.A. He did his graduate work at the University of Pennsylvania and taught at East Tennessee State University, St. Vincent College, and St. Joseph's College in Philadelphia, Pa. Dr. Hartzell likes to cook, especially French food, and he has a basset hound called "Madame Pompadour."

"People are my hobby," says Sister Marie Siena. Sister's hobby was a great asset to her last year in setting up a guidance program at a newly established high school. She originally taught math but is in Barry's education department. Sister received her master's in math from the University of Michigan and her doctorate in education from Wayne State University in Detroit.

Sister Alice Joseph received her B.A. and M.A. from Catholic University of America. As part of her doctoral research, she worked in conjunction with the Department of Health, Education and Welfare in an effort to determine why students drop out of college. Later,



Dr. Joshi, Srs. M. Loretta, de Marillac, Miss Stechschulte, Dr. Curran, Dr. Hartzell, Srs. M. Siena, Alice Joseph.

Sister served as the supervisor of Catholic schools in Michigan, Ohio, and New York, and on the Catholic school board in Chicago.

Sister Clifford, a new addition to the business education department, believes that speed and accuracy are essential for a good typist. Once speed is maintained, accuracy can be developed. Sister received her B.S. in commercial education from Siena Heights College and a master of arts from DePaul University.

As a newcomer to Florida, Dr. Jules Belford wasted no time in becoming a "gremmie" (novice surfer). He owns a Yorkshire terrier named "Wedgie," who has a long list of pedigrees. Dr. Belford is a graduate of Columbia University and received his Ph.D. from the University of Missouri.

Miss Mary Jane Fitzpatrick came to Barry from the University of Iowa, where she received her masters in music. She taught privately for two years prior to her arrival here. Next to her music, Miss Fitzpatrick takes great delight in reading, appreciates art, and possesses a small collection of pottery.

An instructor in education, Walton Anderson taught in elementary and secondary schools in New York. He also lectured and instructed at Brooklyn College and Hunter College. Through organizing and planning school-community programs, Mr. Anderson contributed much of his time to the New York School System. He received his M.A. from Brooklyn College. Mr. Anderson has recently joined the staff of Community Actions Project and will teach part-time at Barry.

Miss Alyce Sudenberg is a new addition to the School of Nursing. A graduate of Barry, Miss Sudenberg assists Sister M. Charlyn in teaching medical-surgical nursing at St. Francis Hospital.

"I enjoy writing about subjects concerning speech, language, and education," says Dr. Schaefer, education department. A Fordham graduate, he came to Miami from the land of tortillas and tomas—Mexico, where he had been living for the past year and a half. He worked in the field of special education in Sattillo, Mexico. Dr. and Mrs. Schaefer have four children. (Continued On Page 4)

## Barry Classrooms Filled by 1,072

by Kathy Flynn

On September 20th Barry College opened her classrooms to a total of 1,072 students. This number of students is a 6½ per cent increase over last year's enrollment. (Part-time students comprise 286 of this number.) The Graduate Department has 172 students this year, 9 of whom are full-time students, and 163 who are part-time students. With a total of 614, the full-time undergraduate students comprise the bulk of enrollment.

Although Florida is the most heavily represented state with 441 full-time students, by no means does Barry lack representation from other parts of this country or from the countries of the world.

Next to Florida, New York is the best represented state with 32 in all, 16 of whom are in the Freshman class. Ohio, New Jersey, and Illinois, in that order, are runners-up.

New England is represented by the states of Vermont, Rhode Island, Connecticut, Massachusetts, and New Hampshire. Besides the two already mentioned the northeast is represented by students from Pennsylvania, Maryland, and the District of Columbia. The

south is represented by students from the states of Alabama, Virginia, Tennessee, Kentucky, North Carolina, South Carolina, Georgia and Texas. The Mid-west is represented by the states of Michigan, Indiana, and Iowa. California is the only remaining state and it is the only western state represented at Barry.

Barry's student body also encompasses girls from countries other than the United States. These countries and territories are as follows: Puerto Rico, the Virgin Islands, the Panama Canal Zone, Panama, Peru, Nicaragua, Honduras, Haiti, the Dominican Republic, Colombia, Chile, Canada, the Bahamas, Italy, and Viet-Nam.

## Nursing Program Begins

by Jean Jehle

The Walter Reed Army Institute Nursing Program was introduced to Barry College this year through the medium of two freshmen Susan Petroske of Fort Lauderdale and Marianne Meyer of Miami, Florida.

This program begins with two years of study at an approved and regionally accredited four year college which offers a curriculum leading to a baccalaureate degree. After successful completion of the first two years here, Susan and Marianne will be transferred to the Walter Reed Army Medical Center at the University of Maryland.

The selection of these two girls for participation in the Walter Reed Program was made on the basis of high school scholastic standing, results of the College Entrance Examination, a letter of recommendation, medical fitness and other related factors as determined by the Surgeon General's appointed board of officers.

## My Fair Lady Opens Two Weekend Dates

by Yvonne Daley

My Fair Lady will be presented at Barry two weekends, Friday, Nov. 12 at 8:15 p.m., Sat., Nov. 13 at 2:30 p.m. and Sun., Nov. 14 at 8:15 p.m. This schedule will be repeated the following weekend: Fri., Nov. 19, Sat., Nov. 20, and Sun., Nov. 21.

My Fair Lady, directed by Sister Marie Carol, O.P., will be a Silver Jubilee production. The chorus will be directed by Sister Alma Christa, O.P. Carole Bird plays the completely charming Eliza Doolittle, and Doug Eames plays the irascible Henry Higgins. Three Barry graduate students have male roles: Bob Hines, who played in Brigadoon, will be seen as Freddy; John Meltzer, a genial Pickering; and Floyd Baker, the role of Jamie. Other versatile men include: Herb Aronstam, Karl Larson and Larry Hines who sing, dance and perform various tasks in My Fair Lady.

Four delightful English grand dames are played by Marilyn Bogetch, Meg Jungers, Joyce Audley and Lana Estes; and five impossible Cockney dames are played by Kathie McCleskey, Bonnie Benedict, Jeanne Zynda, Marion Olsker and Angela Assalone. Alfred Doolittle will be played by Rev. Harry Snyder, who played the role of Max in last year's production of Sound of Music. Carol Frame and Celine Dembrowski will be accompanists, lined up by Sister Marie Rosaria, O.P. Miss Olga Suarez is choreographing the production numbers with such fine dancers as Mary Fellman, Mary Elizabeth Barnard, Lana Estes, Eve Young, Kathy Lowey, Mickey Makarchek, Cheryl Profenius, Judy Collins, John Isoto, Vince Isalde and Drew Barrett. Mr. Joe Catarino will conduct the orchestra. The production staff includes Miss Sandra Hovey, Phyllis Murzyn, Peggy Carvet and Carol Ritchie on lights, Betsy Soucy on costumes, and Jackie Brooker in charge of props. The Scene Design class, which includes Sister Joalise and Sister Judine Marie, O.P., is completing the set, designed by Sister Marie Carol and built by Mr. Matthew Williams.

The crew includes Biscayne College men, Drew Barrett, Michael Miller, Vincent Isalde, Michael Lawrence, Daniel Seib, James Rebenold, Mike Shelton and Joe Cooney on stage. Stage manager is Ruth Kocanda.

All seats are reserved and ticket prices are \$1.00, \$1.50, \$2.50, and \$3.50. In order to take care of ticket requests and reservations,

## Albright Lectures Nov. 2

by Elise Henshaw

Dr. William F. Albright, distinguished archaeologist, author and lecturer will discuss "Archaeology and the Bible in 1965" on November 2 at 8:15 p.m. in the Barry College Auditorium.

A native of South America, Dr. Albright received his doctorate in Semetic Languages from John Hopkins University in 1916. From that year until 1936 he was in the near East, serving eleven years as director of the American School of Oriental Research in Jerusalem.

Dr. Albright has headed many archaeological expeditions (1922-1934 and 1947-1951) and published numerous books on archaeological, biblical and historical subjects.

He holds more than a score of honorary doctorates, including degrees from Harvard, Yale, St. Andrews (Scotland), Trinity College (Dublin), Utrecht (Holland), Oslo (Norway), Uppsala (Sweden), the Hebrew University in Jerusalem as well as from six American Catholic institutions.

Dr. Albright is senior editor of the Anchor Bible to be prepared by Catholic, Protestant, and Jewish scholars from different countries. Four volumes have already appeared and over thirty more are planned.

Dr. Albright is a member of The American Philosophical Society in Philadelphia, The International Organization of Old Testament Scholars, The American Academy of Arts and Sciences and National Academy of Sciences (Section of

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## EDITORIAL . . .

To be IN with the IN crowd this year means being involved. In fact, we are in for a year of solid involvement. We are going to hear about it; we are going to talk about it; we are going to be urged to do it. Some brave soul may even attempt to define it. As a chronic coward, we feel this lies out of our territory.

What can be said for such a term as involvement which escapes precise definition in its present context?

People have been saying a lot of things. "I'm already involved up to my eyebrows and I'm not going to get involved in another thing." We couldn't agree more that adding organizations to one's membership list is one of the surest ways to become LESS involved and more ineffective.

"I think it's about time Miss X got involved in something." Unless you're going into a career of counseling or guidance, we suggest that you not make yourself an authority on an individual's readiness for involvement.

"And so, my fellow students, let's go out and get involved!" Such soap-box orations can serve to fire up enthusiasm, but dogmatic statements should be well-salted with critical and factual analysis.

Some generous souls will even go so far as to tell you what areas are ripe for involvement: civil rights, Viet Nam policy, academic freedom, the new liturgy, the new morality, Peace Corps projects, draft-dodging, ad infinitum. Each of these movements has its appropriate pro and con organizations in which you can also get involved.

Now before you grab your poster and head for the picket line — wait a minute — introspect. Consider your own thoughts and feelings. Keep in mind the fact that by involvement we do not mean "jumping off the deep end." One should become involved, but in one thing at a time while constantly and accurately relating it to all other things. It is to be recommended that before anyone goes about getting involved, he first gather facts, observations, facts, opinions, and more facts so that he may comprehend just what he is becoming involved in.

What does getting involved mean to you and for you? To what area of life are you willing and qualified to contribute? Are you willing to bring your most remote potential to bear in that area? Will "issues" side-track you away from concerns? Are you satisfied with the knowledge that you are doing your best? Have you prepared yourself intellectually and spiritually for any challenge? Do you seek immediate and blinding success, and failing to achieve it, do you sink into discouragement? Are you supporting a just cause?

YES, you should become involved. Every area of endeavor in this day is permeated with a spirit of getting people to be aware of one another, aware of problems, aware of solutions. This spirit, we feel, belongs to our generation, is unique to our age, and tailor-made for our age group.

It is impossible, granting the modern communications media, to live in a vacuum, to perpetuate the myth that what we say or do has no effect in the world community. Surely if the actions of an obscure carpenter's Son 2,000 years ago had a revolutionary effect on mankind, the actions of his followers in the twentieth century (or their failure to act) will also be of consequence.

You are definitely OUT if you are not INVOLVED.

JTA

## FROM THE PEN OF

# SC President

Fellow Students:

Welcome back to another year in our college community.

With students all over the country involved in strikes and demonstrations and in the good things, like community involvement and student-faculty cooperation in policy making, I suppose you're wondering what your student council has planned for the year.

To begin with we were left this spring with several suggestions ofr this year. One is to study N.S.A. and NF (National Federation of Catholic College Students). This is being undertaken through a committee of Student Council headed by Veronica Casale.

It was also suggested last spring that the student-faculty relations committee define the boundaries between the faculty and administration and the student council in order to clarify the role of student council. This is the first order of the day.

In addition the International Relations Committee will be doing some research into travel and tours abroad.

Marilyn Zynda, as vice-chairman of student council, has re-initiated the inter-club council, the purpose of which is to facilitate better cooperation among the clubs.

Review Board will be meeting soon to define its role and its nature.

Assemblies are being planned to inform the students of school affairs, of world affairs and of general interest.

Later in the year of course there will be the Leadership Development Conference and Carnival.

This year should prove fruitful and exciting to all who are willing to become involved in the affairs of student council. All suggestions and comments are helpful and participation at meetings is encouraged.

Have a good year. Give of yourself and Student Council will have a good year too.

Nancy Dooling, Student Body President

## Et Cetera . . .

Hi! Welcome, old and new friends of the column, to what I hope will be a successful experiment with it. Like anyone else, I hate doing the same thing, or even the same sort of thing, over and over, unless the thing can be improved, or at least changed, fairly often. So I was unwilling in this premier column of the new year to continue the old format. First I tried to write a column the way I wrote last year, but I itched and twitched for an hour and nothing I liked came of that, so I decided to make a few of my friends suffer too. I asked six or seven senior residents to come down to the smoker, tape a discussion, and let the result be my column. We sincerely hope that you will enjoy it. The group chose to be represented by letters rather than names, but if readers are curious, they may ask me who said what and I'll tell them.

A. Some say that experience is the mother of learning; others say that it is only through contemplation that we achieve wisdom. Neither of these two factors is found in a classroom education.

B. I disagree. I think that experience is found in the classroom, because we there relate what is told to us to our lives, to what may happen, that is, to the present and future. We find contemplation in the classroom too. One sentence may be said in lecture and I'll be lost during the rest of the period, thinking about that one thought. On the other hand, by following a lecture very closely, one contemplates while listening. These are experiences in themselves.

C. Is a vicarious experience an experience?

B. I would think so, but we'll see what A has to say about it.

A. What do you mean by vicarious?

C. Something experienced not personally, but through another mind. We use imagination to help the pretense that we perceive or understand an experience we haven't actually had.

(The next few phrases did not record.)

A. I can support my position that contemplation and experience are not found in the classroom. Contemplation, for instance, concerns the pursuit of a single train of thought in its relation to other ideas. But so often in class masses of factual material are given out, and it is difficult to follow one particular thought. Consequently, it is outside the classroom that real thought or real learning takes place. Since so much class time is devoted to the accumulation of facts, it would seem that real learning falls by the wayside.

B. I think that we're not in college just to parrot other men's thoughts, or just to consume knowledge passively. We're here to learn to use knowledge. Yet I think it is possible to follow one chain of thought in a classroom. I don't see how you can say that this is impossible.

A. Following 'one train of thought' is not what I mean by contemplation. It's the searching, by one's own mind, into the reality of this thought.

C. Well, do you think we should have time given in a classroom to contemplate? You don't turn contemplation on and off like a faucet.

B. Perhaps what A means is that we should spend less time in class, and more time finding out what all this means to us.

A. Too often the tidbits from another man's mind are given off, consumed, but not thought about.

D. How do you propose that we apply what we learn as theory in a class, especially in a subject like philosophy? Philosophy can only be realized by a fairly strict form of contemplation: just being alone, thinking, look-

ing at the sky — doing nothing apparently, but really being, actively. Is this what you believe we should be doing, or have you something else in mind as well?

A. It is not necessary, even in philosophy, that you be alone in order to have a learning experience. What is necessary is that there be questions that grow out of an initial statement, e.g., the Socratic dialogue. An hypothesis such as a definition of justice is presented; questions arise, replies develop, and the mind just flows into the whole area of discourse. Questions are needed, but this type of learning is not what we experience in most classrooms today.

B. On the other hand, the presentation of an idea itself leads to experience, for we are bound to react to any idea, even if the reaction is one of boredom. In turn, reaction to an idea requires contemplation. I agree that the greatest amount and highest degree of contemplation takes place outside class, but the classroom provides our introduction to ideas.

E. I think someone should say that in reality, time for contemplation is an important need of students. Contemplation is the end-purpose—along with action—of formal education. We go to school so that we can spend a lifetime thinking and relating. It would be nice if we could spend a year in school, then a year contemplating, then more time in school, more contemplating, and so on. But this is impractical. Moreover, most ordinary college people just want the little paper that says they have a degree — their real interests lie elsewhere than in study. If they were given a Socratic dialogue to read as an assignment, and told merely to think about it by the professor, most would say 'I don't have much to do in that class, just to look this over for a few minutes.' How many would follow the reasoning through to its conclusions, find questions, argue out the premises?

F. To go back to the question of experience, I believe that the basis of our experience is classroom training. In nursing, for instance, I couldn't go out to work on the floor of a hospital unless I'd had basic principles in class. My experience as a nurse would be worthless unless I knew what I might be dealing with.

A. But the fact is that you couldn't be a nurse with just classroom principles. Experience is necessary to the learning process, to apply the facts and principles you've learned. It has been stated that there are three different types of teachers. There is the teacher who stockpiles facts — who did what to whom? Another type of teacher not only states facts, but also stimulates students to search out relationships among them. And the third type (a very rare teacher) not only gives out facts and induces attempts at correlation, but also draws from students their genuinely creative ideas. It is this third element that I find

lacking in modern education. Students may have creative ideas during their four years of college, but these are not allowed to develop or become part of the product of education.

B. What do you propose as a solution? How can we get people to think about what they've learned, to make something from it, to contribute to others what they have found or been given? How can we make our teachers (and ourselves when we are teachers) understand that they must instill in students a desire for creativity and originality and free thought?

A. I mentioned the Socratic dialogue because teachers do not really ask students to think about the subject material. We students accept too much 'because so-and-so said it'. A more general use of the Socratic method of dialogue among teacher and students, combined with greater correlation of experience with this kind of classroom procedure, might be at least a partial solution to the problem. Students, for example, ought to be involved in politics at the same time that they are learning political theory in class.

C. But how would that make the person more creative?

A. It would be correlation, which, as you remember, is the second step toward creativity.

B. I think that the answer to C's question lies in self-motivation. The faults in education lie not only with the professor's presentation of material, but also in students' attitudes toward what they are in college to learn. We hear people say, 'O, I've got to go to another class. I'd rather read this book, or sit around and play bridge, or go to the beach.' I don't think we go to class realizing how important one class can be in our lives. And I'd like to know how to relate what goes on in class to our experience outside. And conversely, how can we benefit in the classroom from what we do outside?

F. In some of the larger universities, there may be 400 students in one class — naturally, they're just passive entities. They listen to a lecture, but cannot discuss at all due to overcrowding. How could this problem be solved?

B. By not going to a large university. I think that is why many of us are here at Barry, for this kind of personal attention and the chance to participate in discussion as a member of a small group. Somehow I don't believe that such participation is encouraged enough, and on those occasions when it is, if a thought or opinion is deemed dangerous, it is promptly stepped on. Free thought isn't allowed, or else is discouraged. I think the student as a result is afraid to speak out — I wish we weren't, and I wish the professors would encourage us more often.

C. A, what is the ideal classroom situation in your opinion?

B. There we go, discussing the ideal again. I'd like an answer to a question I've had for weeks. Why are things that should be called idealistic, and things that are called realistic?

At this point I feel that space limitations are about to cut the column off, so the dialogue is, for this time, over. It hasn't necessarily proven or concluded its main points, but I hope that it has shown what some of us do when we mix pleasure and concern.

Contrary to former practice, I cannot claim the opinions herein presented as my own, for they belong to several participants. My own comment on the dialogue is easily summarized. I notice numerous insupportable generalizations, but just as many judiciously precise observations. I think further open discussion of this sort is good for Angelicus and good for Barry, and therefore hope that our experiment will be received with interest and enjoyment by you, the reader. Bye till next month.

## Editor's Mailbox

You may remember that this space previously came under the title "Student's Voice." This was always a small bone of contention to us since we felt that, although the column was intended to be the student's best voice on campus, it was also intended to serve as the outlet for the ideas, comments, criticisms, suggestions, bravos, etc. of all of our readers, students or non. Therefore, under our new title, we welcome for publication in our next issue, any letter addressed to us and signed with the writer's full name. As in the past names will be withheld upon request.

We will particularly enjoy your comments on Angelicus' coverage of college-community news. In anticipation of such comments we have stocked our press room with an abundance of crying towels and party hats, depending on the reaction produced.

## ANGELICUS

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Vee Casale  
Photographer

Sr. Grace Ellen, O.P., Faculty Moderator

# Campus Clips

"Sandwich Seminar" is the title of a collection of weekly lecture-discussions which began on Thursday, Oct. 21, with Mr. John Kent revealing "What's Really Wrong with Television?" Other seminars will consider:

- Thursday, Oct. 28—Sr. Aquiline—Mont St. Michel: A Thousand Years of History, Legend, and Prayer.
  - Thursday, Nov. 18—Sr. Robert Louise—Is the Bald Soprano Funny?
  - Thursday, Dec. 9—Mrs. Owens—Phenylketonuria.
  - Thursday, Jan. 13—Sr. Mary Joseph—Japan: Leisure and Women.
  - Thursday, Feb. 10—Mr. Naves—The Role of Modern Languages in the Humanities.
  - Thursday, Mar. 3—Sr. Marie Carol—Contemporary Theater.
  - Thursday, Mar. 24—Sr. Marie Carolyn—A Constitutional Problem (to be announced).
  - Thursday, April 14—Sr. Agnes Cecile—Puerto Rico: Land of Opportunity.
  - Thursday, April 28—Sr. Ignatia—Bibliotherapy.
  - Thursday, May 5—Sr. Margaret James—TAR, RAT, ART: it's all the way you look at it.
- A sandwich and coffee constitute an admission ticket.

— c c —

Seniors! Anyone planning to graduate in either January or June of 1966 must complete forms indicating degree, correct name, and number of invitations needed. The forms are obtainable in the office of the academic dean. Also, if you have not done so, complete and return the forms given to you by the placement office. Information given on these forms will be valuable when the college is used as a future reference. Finally, make arrangements for your yearbook photo with photographer, Vee Casale.

— c c —

If anyone has snapshots of any member or members of the class of 1966, you are asked to contribute them for use in the yearbook. Photos and inquiries may be directed to Sandy Soto or Felicia Allocca, editor.

— c c —

Twenty-five persons, including two students from Biscayne College and two from Miami-Dade Junior College, took part in the first of a series of discussions on Communism being sponsored by Barry's English-speaking Legion of Mary praesidium. The members of Our Lady of Good Counsel praesidium each spent at least two weeks preparing information for the discussion using a variety of source materials. President Gail Hurley reported that all in attendance found the discussion lively and informative. Further meeting dates are being arranged.

— c c —

Senior Class Day, Tuesday, October 26, was declared official "Halloween" on Barry's campus. To celebrate this day the senior class released a mischievous spirit at a Masquerade Party for their fellow students on the patio of Thompson Hall. The student body attending was asked "to wear a costume and a gleam in their eye," according to chairman, Rosemary Rynne.

A special guest was honored at the party, "The Great Pumpkin," and the senior class dormitory was opened for trick-or-treating.

A special reminder was issued to wear the senior class colors throughout the day, navy and powder blue.

— c c —

You're invited—to contribute any notification of cultural activities in the area. The Bulletin Board in the canteen in Thompson Hall is for YOU—info on any art exhibits, concerts, seminars, and discussions. If you've got some great words of wisdom, share them. One qualification: this bulletin board is NOT the place for your 'For Sale', 'For Rent', signs.

— c c —

Mrs. Ann F. Haines, housemother of Regina Mundi and Caeli's dorms left Barry's campus a week ago to undergo medical treatment in Dayton, Ohio.

Originally from Ohio, Mrs. Haines came to Barry three years ago to assume the position as housemother of the new dorms. Prior to this time, she served as the head of a children's home in Ohio.

While in the hospital, Mrs. Haines will be cared for by her daughter, Sister Ann Kathleen of the Little Sister of the Poor of St. Francis.

— c c —

Sports Day will be sponsored by the physical education majors of Barry College for 120 girls from 7 high schools, on Sat., November 6. There will be volleyball matches and a track meet at which Barry physical education majors will officiate.

On Friday, Oct. 15 the English Association presented a program of interpretive readings commemorating National Poetry Day. The event honored Mrs. Vivian Laramore-Rader, a member of Barry's faculty and poet—laureate of Florida. Mr. Jordan Davidson, a resident of Miami, presented Mrs. Rader with a collection of congratulatory letters in gratitude of all the work she has done in Florida to create interest in poetry. Mrs. Rader closed the program with a reading of her prize-winning, *Peace*.



A Coronation Ball will be given in honor of Paulette Bourdrias, President of the Social Board, and members of the Social Board, Saturday, November 6. The ball, an annual event at Barry, is the gift of the faculty to the entire Student Body.

Paulette will be crowned by George F. Meister, legal advisor for the college, and member of the Lay Advisory Board. Receiving honors with Paulette are the members of the executive board, Yvonne Daley, Kathi Fontenot, Tammy Giordano, and Peggy O'Grady.

Under the guidance of Kathy Broe, Senior Class Social Chairman, Thompson Hall will be transformed into a court, complete with the music of Don Rose and his orchestra.

## Pope's Movements Creates Interest

by Mary E. Bowen

Americans, whether Catholic or non-Catholic, religious or non-religious won't quickly forget a slender robed figure who embraced them, their country and their world with that now famous gesture. William F. Buckley wrote of Pope Paul's visit, "He came to exalt the spirit and it is the universal judgment that he succeeded in doing so."

Barry girls were no different, feeling the uplifted spirit. One hardly had to walk more than 500 feet before finding a TV set and a group of girls intently following the Holy Father's every move. Many classes were cancelled in whole or in part so students could take advantage of the networks excellent live coverage. "I suppose you would like to watch Pope Paul," was one Professor's beginning and ending statement in his classes that day. Usual lunch hours were sliced to mere minutes and all free time was spent in the more than 10 improvised TV rooms.

Things were just a bit quieter on campus too. Everyone was sort of preoccupied with the thoughts of the eminence of the event. As the New York crowds cheered more reverently than boisterously the TV spectators at Barry reflected the spirit of all Americans watching the proceedings. They knew there was something wonderfully different and yet almost indescribable about this airport arrival, this motorcade, this cheering, applause and speech. And then they knew what the Holy Father was doing—he was dissolving the mistaken yet widely held illusion of being the private and personal shepherd for "Catholics only" by giving himself and his efforts to the world so it could save itself.

(Continued from Page 1)

Anthropology) as well as the national academies of France, Austria, Denmark, Flanders and Ireland.

Dr. Max A. Lipschitz, Rabbi of Beth Torah Congregation, North Miami Beach, will be chairman of the evening.

## Molina-- Magnifico

by Juliana Lopez

On Sunday, October 24, Jose Molina presented his phenomenal flamenco ensemble—bailes espanoles in a dazzling display of the brilliance and splendor that can only belong to Spain.

For the second time, this celebrated company entertained a Barry audience with spirited rhythms from the gypsy camps, sensuous boleros and tangos, the earthy zest of the peasants and the pageantry of royal court dances.

Spain's foremost designers created some of the most beautiful and costliest costumes in the

world for the dance company, costumes still worn in many parts of Spain today. Hand-made laces and embroidery, hand-knit stockings and accessories, eighty pairs of shoes per performance and glittering custom-made costumes all soar to a staggering value of \$80,000.

Presenting a breathtaking 13 number repertoire, the company performed Gitanerias, De Andaluca, Soleares, Escuela Classica, Zapateado, La Noche, Espana, La Zarzamora, Fantasia La Argentina, Leyenda de un Pescador, Guitar solo, Guajira, La Gitana y La Clasica, and Taberna Plamenca.

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# Sum of Summer

by Jackie Ryan and Jean Lodato

This summer few Barry faculty members or students were idle. The "Barry Image" was spread far and wide as students and instructors studied, worked, taught, or just toured the world.

Sr. M. Dorothy, Barry's president, visited the Olin Library at Washington University, the Pius XII Library at St. Louis University, and the new library at the University of Illinois, Chicago branch, accumulating ideas for Barry's proposed library "to make it the best."

The International Society for Education through the Arts met in Tokyo this summer and two of its participants were Sr. Mary Joseph and Senior Vee Casale.

Veronica Casale, N.S.A. Coordinator, and Nancy Dooling, Student Body President, attended separate conventions at the University of Wisconsin in Madison, from August 17-21.

From the Coordinators convention, Veronica obtained information on coordinating N.S.A. on campus. The Presidents' convention provided Nancy with information relating to her office on campus and information that could be helpful to the Review Board, International Relations Committee and Student Council in general.

The girls were provided with an excellent opportunity for meeting student leaders of the country, and talking to them informally.

Rosemary Rynne attended later general sessions of N.S.A.

Phyllis Murzyn was in New York for the National Catholic Theater Convention.

Some conferences did not take place until the beginning of the school year. One of these, a publications conference sponsored by the Southern University Student Government Association (SUSGA) at Florida State University, was attended by Angelicus staff members Judy Antinarella, Adrienne Moore, and Giustina Misuraca accompanied by Miss Margaret Husson, assistant dean of students. These girls, though only unofficial observers since Barry is not a member school of SUSGA, participated in sessions on publications

finance, the role of the campus press, and an editors' roundtable.

Representing Barry's Sodality at the Midwest Assembly of the Sodality of the Lay Apostolate (MASLA) convention in Chicago were: Sr. Elizabeth Ann, Ofelita Schutte, and Rosemary Rynne. Among the trends evident at this assembly were: exciting ideas about how laymen bring Christ to the world, the Mass as a commitment to apostolic action, the humanity of Christ, ecumenism, and temporality.

Students who combined a learning experience with work were: Mary Esther Carlin counseling at a diabetic childrens' camp in New York State, senior nurses Mary Ann Engbers and Pat Heston as commissioned officers in the U. S. Public Health Service in Staten Island and New Orleans respectively, and Nancy Worth as a summer stewardess in Europe.

Students who combined education with travel were: Diana Zlatin, an exchange student in Ecuador, Gail Hoffman in Paris and Switzerland, and Kathy Suevo in Spain.

Several faculty members and students went on college-sponsored tours, one in particular to Europe.

Three members of the faculty took part in the European Tour, Sr. Mary Aquiline, Sr. Mary Esther, and Mrs. Corrine Owens.

The tour, which lasted for two months, visited Portugal, Spain Italy, Austria, Switzerland, France, England, Holland, Belgium, and Germany. While in Italy they saw the Pope.



## Rotary Hears Seniors

Three Barry College seniors from Nicaragua, Panama and Viet Nam were guests of Miami Shores Rotary Club on October 20, at Miami Shores Country Club as part of Rotary Foreign Student Week. Mr. Lyle A. Hursey, Rotary chairman, invited the Barry students to discuss their homeland and their ambitions.

Celina Esquivel lives in Nicaragua with her grandparents. Celina's grandmother chose Barry College for her granddaughter while on a trip to Florida. "I was glad of grandmother's decision." After graduation in June, Celina plans to teach at the American School in Managua, Nicaragua.

Aixa Ayarza, from Panama, hopes to become a social worker. After June graduation, she plans to return to Barry in the Fall of 1966 to enter the new school of Social Work. "In Panama, we are few, but I have to have my masters in Social Work to practice. I would like to get my degree at Barry."

Mary Rose Trinh, a senior from Viet Nam will graduate in January. On a Barry scholarship, she has maintained an impressive academic average for four years. A Priest in Viet Nam, from Buffalo, New York, told Mary Rose about Barry. "He advised me to write to Barry College and send all my credits. I did and I was accepted." After graduation Mary Rose plans to work in the U. S. for a short time, then return to Viet Nam and teach English.

The Angelicus staff extends sincere sympathy to Hilary Barry on the loss of her mother, to Ofelita Schutte on the loss of her father, and to Suzanne Sprow on the loss of her brother.

## FACULTY —

(Continued from Page 1)

Charles R. Angel teaches social studies and health in Barry's education department. A reading specialist, he instructs at the Private Reading Clinic and also at Lindsey Hopkins in Miami. Mr. Angel has also worked with emotionally disturbed children at the Kendall Home. He received his B.A. in German and psychology with minors in education and science at the University of Miami. Married to a teacher, Mr. Angel has a "family" of two boys and two dogs. He likes speed cars and bowling.

Mrs. Barbara Baron, education department, teaches Improvement of Reading Instruction in the evening. Another instructor of the evening education department Dr. Bert Kleiman teaches Secondary School Administration.

To the English department comes Miss Marian E. Smith, who received her B.S. in English and M.A. in French from Columbia University. While working on her master's, Miss Smith studied at the Sorbonne in Paris. She taught high school in Broward County for thirteen years. To Miss Smith, Barry feels like home, since she received her second M.A. in English here.

Reverend John Quinn, O.S.A. is on the faculty of Biscayne College in Opa-locka, and he teaches a logic course at Barry.

Dr. Henry McGinnis, Dean of the new School of Social Work attended St. Michael's College, St. Louis University, New York Psychological Institute and the University of Maryland. Four girls and a new baby boy complete the family of Dr. and Mrs. McGinnis. Dr. McGinnis' degree is in sociology.

A recipient of Barry's Laudare Medal in 1963, Miss Margaret Husson has returned to Barry as the assistant dean of students. She received her B.S. in physical education from Boston University's Sargent College and taught in the physical education department at Barry for sixteen years. She returned to Boston University to obtain a masters in counseling. Last year, Miss Husson served as director of residents at Regis College. "Every girl should have an individual release to her hometown paper", says Barry's Director of Public Information, Mrs. Maryella Whipple. A graduate of Syracuse University, Mrs. Whipple is the mother of three children. She enjoys gardening, music, and reading.

## Barry Hosts College Weekend

"Come one, come all" invitations went out to students of Barry, Biscayne, Marymount and St. Leo to attend a College Weekend, Oct. 22-24, on Barry's campus. A talent show, hoote-nanny, beach party, buffet supper and dance were scheduled for the purely social get-together of Florida's four Catholic colleges.

Ten girls from Marymount were housed in Barry's dorms, while 60 girls from St. Leo's received southern hospitality from Barry's day students. The 132 boys from St. Leo's were housed by Biscayne College.

All classes worked together to produce Barry's first College Weekend. Seniors were responsible for publicity aspects; Juniors for Sautrday night's dance; the Sophs for food; and lastly, the Frosh for Friday's entertainment.

## CCD Works Locally

Extensive work is being done in local communities by the members of Barry's Confraternity of Christian Doctrine. The girls, many of whom received C.C.D. Certificates in teaching methods and Christian doctrine last year, teach public school students, retarded children, and adults.

Among those participating in the teaching program this year are: Felicia Allocca, president of Barry's CCD; Karen Pudlow, vice-president; Edie Huff, secretary; Darlene Plate, treasurer; Nancy Fraser, Marion Olsker, Mary Agnes Naser, Jeanne Pott, Mary Jo Bonnick, and Judy Antinarella. Judy is also a member of her parish executive board. Carolyn Cardone is a "fisher" in St. Lawrence Parish.

This year, two Barry faculty

members, Sr. Agnes Cecile and Sr. Thomas Catherine, are teaching courses in advanced Scripture studies for CCD instructors and other interested persons in the diocese of Miami.

## MY FAIR LADY —

(Continued from Page 1)

the auditorium phone has been extended to the Drama Department office. The number to call is PL 4-3322. The Drama Department urges everyone to make reservations early.

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